

## **General Characteristics of Gifted/Disabled Youth**

- Intelligence
- Ingenious problem-solving skills
- Poor social skills
- Exceptional memory
- Frustration
- Quick conceptualization of ideas
- Advanced abstract reasoning skills
- Academic achievement below academic potential

## **General Screening and Identification Procedures for Gifted/Disabled Youth**

- Create a developmental history
- Use standardized behavioral rating scales
- Look for evidence of an outstanding talent/ability
- Examine student portfolios
- Allow for nominations from persons outside the school setting
- Use nonverbal measures of intelligence for the screening and identification process
  - **Screenings**
    - *Raven's Standard Progressive Matrices (SPM)*
    - *Naglieri Nonverbal Abilities Test (NNAT)*
    - *Culture Fair Intelligence Test (CFIT)*
  - **Identification**
    - *Kaufman Assessment Battery for Children (K-ABC)*
    - *Universal Nonverbal Intelligence Test (UNIT)*
    - *Leiter International Performance Scale-Revised*

## **General Instructional Strategies for Gifted/Disabled Youth**

- Develop social skills
- Establish a daily routine
- Differentiate the curriculum
- Encourage cooperation among teachers, parents, administrators, and student
- Allow for multiple program options
- Develop strengths so that student can compensate for disabilities
- Design activities to engage the learner in real-world learning
- Build self-esteem

## **Characteristics of Gifted/ADHD Youth**

- Inattentiveness
- Impulsive/hyperactive conduct
- Eagerness
- Compassion
- Fidgetiness
- Minimal need of sleep
- Strong-mindedness since early childhood
- Difficulty with lengthy assignments

## **Screening and Identification Procedures for Gifted/ADHD Youth**

- Examine student portfolio
- Look for evidence of outstanding talents outside the school setting
- Have parents, teachers, and student complete behavior rating scales specific to ADD/ADHD population
  - *School Situations Questionnaire-Revised*  
(This can be obtained at <http://www.thekidsclinic.com/homeschoolprograms.pdf>.)

## **Instructional Strategies for Gifted/ADHD Youth**

- Incorporate cooperative learning activities that allow the student to take a leadership role
- Teach organizational skills
- Stress appropriate social skills
- Utilize communication sheets with parents
- Create short, intellectually challenging activities
- Provide hands-on kinesthetic activities
- Differentiate the curriculum

## **Characteristics of Gifted/Learning Disabled Youth**

- Intelligence
- Quick conceptualization of ideas
- Enjoyment of solving novel tasks autonomously
- Regularity in completing assignments
- Difficulty with rote memory tasks
- Frustration
- Advanced abstract reasoning skills
- Poor organizational skills
- High motivation in areas of interest
- Poor self-efficacy

## **Screening and Identification Procedures for Gifted/Learning Disabled Youth**

- Evaluate using standardized behavioral rating scales
  - *Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)*
- Use standardized nonverbal screenings
- Conduct interviews with parent(s), teacher(s), and student
- Examine student portfolios
- Find discrepancies between expected and actual achievement
- Look for evidence of outstanding talent/ability

## **Instructional Strategies for Gifted/Learning Disabled Youth**

- Build self-esteem
- Develop strengths and interests
- Develop a problem-based curriculum designed to engage the learner in real-world learning
- Develop coping strategies
- Allow for multiple program options
- Encourage cooperation among parents, gifted specialists, learning disability specialists, general classroom teachers, and the student in the educational planning process

### **Characteristics of Gifted/Autistic Youth**

- Poor social skills and understanding of social cues
- Savant abilities
  - Autistic individual who shows signs of giftedness (approximately 10% of autistic population)
- Preference for routine
- Low IQ
  - Generally their giftedness will occur in areas other than intellectual
- Creative abilities
  - Artistic and musical
- Extreme possessiveness of unusual objects
- Hypersensitivity to sensory stimuli

### **Screening and Identification Procedures for Gifted/Autistic Youth**

- Evaluate using standardized behavioral rating scales
  - *Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)*
- Use abstract measure of intelligence such as the *Universal Nonverbal Intelligence Test (UNIT)*, or *Leiter International Performance Scale-Revised*
  - This measurement will offset their poor communication and social skills
- Look for indication of outstanding talent/ability
- Construct a developmental history

### **Instructional Strategies for Gifted/Autistic Youth**

- Use hands-on kinesthetic activities
- Teach to their strengths
- Use physical, verbal, and visual aids to signify transition
- Infuse social and communication skills into the academic programming
- Provide structure and routine
- Include parent(s), clinical professional(s), and student when determining educational programming

## **Characteristics of Gifted/Asperger's Syndrome Youth**

- Poor nonverbal communication skills
- Lack of coordination
- Exceptional memory
- Normal to high IQ
- Poor sense of time
- Inflexibility
- Difficulty transitioning between tasks
- Inability to explain their feelings and those of others
- Poor social skills

## **Screening and Identification Procedures for Gifted/Asperger's Syndrome Youth**

- Inform parents and teachers about gifted/AS children
- Use screening tools specifically designed to help identify AS
  - *Asperger's Syndrome Diagnostic Scale* (can be purchased at [www.superduperinc.com/TUV\\_Pages/tm185.htm](http://www.superduperinc.com/TUV_Pages/tm185.htm))
  - *Australian Scale for Asperger's Syndrome* (obtain a free copy at [www.udel.edu/bkirby/asperger/aspergerscaleAttwood.html](http://www.udel.edu/bkirby/asperger/aspergerscaleAttwood.html))
  - *Gilliam Asperger Disorder Scale* (Pro-ed)
- Employ a team approach
- Construct a developmental history
- Utilize standardized intelligence tests

## **Instructional Strategies for Gifted/Asperger's Syndrome Youth**

- Establish a daily routine
- Avoid sarcasm
- Teach students to deal with sudden change
- Develop social skills
- Provide a rubric when asking essay questions
- Develop an IEP that addresses student's strengths and weaknesses
- Include parents, clinical professionals, and student when making decisions about educational programming
- Provide hands-on activities
- Arrange the room so that the gifted/AS child is near few distractions

### **Characteristics of Gifted/Speech or Language Disabled Youth**

- Difficulty comprehending complex listening and reading tasks
- Inclination not to volunteer answers in class
- Tendency to avoid social situations
- Poor academic achievement
- Language disorganization
- Deficits in language acquisition
- Early language difficulties
- Difficulty with writing tasks

### **Screening and Identification Procedures for Gifted/Speech or Language Disabled Youth**

- Implement descriptive language analysis
- Conduct standardized language tests
- Construct developmental history
- Look for evidence of outstanding talent outside of school situations
- Use nonverbal measures of intelligence

### **Instructional Strategies for Gifted/Speech or Language Disabled Youth**

- Provide speech role models
- Provide a comfortable classroom atmosphere
- Encourage collaboration between speech-language pathologist and teachers
- Use a variety of gestures and pictures when teaching

## **Characteristics for Gifted/Emotional-Behavioral Disabled Youth**

- Defiance
  - Aggression, violence, juvenile delinquency, peer and adult conflict
- Loneliness
  - Withdrawal, depression, isolation, low self-esteem, self-rejection, suicidal behaviors
- Stress
  - Hyperactivity, impulsivity, distractibility, and anxiety
- Socialization problems
  - Immaturity, criticism, humiliation
- Underachievement
- Distorted, disorganized, and complex thoughts and/or other actions

## **Screening and Identification Procedures for Gifted/Emotional-Behavioral Disabled Youth**

- Look for unique display of gifts/talents
- Use multiple-criterion approach
  - Formal and informal observation
  - Checklists for giftedness
  - Standardized tests
  - Interviews with teachers, parents, students and other professionals
- Look for giftedness in areas other than intellectual

## **Instructional Strategies for Gifted/Emotional-Behavioral Disabled Youth**

- Incorporate multidisciplinary activities
- Provide supportive, sensitive and positive home/school environments
- Alleviate conflict and shape a positive self-concept
- Create intellectually challenging activities
- Make modifications to enhance learning atmosphere
  - Match methods to gifts/talents and disabilities
  - Utilize inclusion, modeling, cooperative learning, and authentic learning

### **Characteristics of Intellectually and Academically Gifted/ Physically Disabled Youth**

- Advanced lexicon
- Broad knowledge base
- Advanced memory skills
- Excellent abstract-thinking skills
- High level of determination
- Curiosity
- Creative problem-solving skills
- Nontraditional means of expression to convey intellectual ability
- Ability to compensate for disability
- Preference for gifted programs
- Forceful personality
- Perfectionism
- High level of emotional stress, self-criticism, and dissatisfaction with society

### **Characteristics of Creatively and Artistically Gifted/ Physically Disabled Youth**

- Artistic/visual appreciation
- Active imagination
- Sense of humor
- Adjustment skills
- Swift comprehension of new ideas
- Precocious ability to gain new theoretical perspectives

### **Screening and Identification Procedures for Gifted/Physically Disabled Youth**

- Utilize observational checklists
- Collaborate with teacher(s), parent(s), and student to create a developmental history
- Use nonverbal measures of intelligence during the screening process
  - *Raven's Standard Progressive Matrices (SPM)*, *Culture-Fair Intelligence Test (CFIT)*, & *Naglieri Nonverbal Abilities Test (NNAT)*
- Use tests that are sensitive to the disabled
  - *Kaufman Assessment Battery for Children (K-ABC)*
  - *Universal Nonverbal Intelligence Test (UNIT)*
  - *Leiter International Performance Scale-Revised*

### **Instructional Strategies for Gifted/Physically Disabled Youth**

- Collaborate with all teachers
  - Make sure that instructional strategies are intellectually challenging
- Modify assignments
  - Allow extra time
  - Provide freedom for expression in a variety of ways
- Ask for parental input
  - Ensures that strategies being used at school are used at home

## **Characteristics of Gifted/Hearing Impaired Youth**

- Tendency to work on grade level
- Good sense of humor
- Intuition
  - No literal explanations necessary
- Poor speaking ability
- Ingenious problem-solving skills
- Clearly symbolic language capabilities

## **Screening and Identification Procedures for Gifted/Hearing Impaired Youth**

- Allow for nominations from individuals outside school setting
- Utilize standardized nomination forms
- Create a developmental history
- Use nonverbal measures of intelligence (screening process)
  - *Raven's Coloured Progressive Matrices (CPM)*
  - *Raven's Advanced Progressive Matrices (APM)*
  - *Raven's Standard Progressive Matrices (SPM)*
  - *Culture-Fair Intelligence Test (CFIT)*
  - *Naglieri Nonverbal Abilities Test (NNAT)*
- Use nonverbal measurements of intelligence (identification process)
  - *Kaufman Assessment Battery for Children (K-ABC)*
  - *Universal Nonverbal Intelligence Test (UNIT)*
  - *Leiter International Performance Scale-Revised*

## **Instructional Strategies for Gifted/Hearing Impaired Youth**

- Differentiate the curriculum
  - Allow students to learn at their developmental level
- Encourage collaboration among all teachers
  - Ensures continuity in all classrooms
- Develop intellectually challenging activities
  - Avoid teaching solely to the disability
- Provide a variety of learning materials
  - e.g. kinesthetic, visual, and auditory
- Incorporate a whole language approach
  - Ensures that students learn various forms of communication

## **Characteristics of Gifted/Visually Impaired Youth**

- High task commitment
- Perceptive to the environment
- Precocious ability to learn Braille
- Love of reading
- Creative thought process
- Tendency to work on grade level
- Strong communication skills

## **Screening and Identification Procedures for Gifted/Visually Impaired Youth**

- Utilize alternative assessment methods
  - Interview teachers, parents, students
- Create a developmental history
- Use standardized tests that have been normed on this population for screening purposes
  - *Slosson Intelligence Test – Revised (SIT-R3)*
- Avoid comparing them to non-disabled peers

## **Instructional Strategies for Gifted/Visually Impaired Youth**

- Involve students in mentorships
- Emphasize literacy and technological foundations
- Evaluate student's portfolio of work
- Develop creative thinking
- Compact the curriculum
- Train students in independent study methods
- Explore the world through hands-on experiences